



2022 Arkansas School Performance Report

UNDERSTANDING THIS REPORT

The Arkansas School Performance Report meets education reporting requirements from the United States Department of Education and Arkansas state requirements.

The Elementary and Secondary Education Act (ESEA) was established in 1965. On December 10, 2015, ESEA was reauthorized by the Every Student Succeeds Act (ESSA). The purpose of ESSA is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. In addition, ESSA provides states the flexibility to develop accountability systems that best measure student success in their respective states.

Information on topics related to school performance can be seen using the following link:

[Division of Elementary and Secondary Education - Offices - Public School Accountability - Every Student Succeeds Act \(ESSA\) - Informational Documents.](#)

Please note the Impact of COVID-19 on 2021 State and Federal Accountability and Reporting is available at [Impact of COVID-19 on 2021 State and Federal Accountability and Reporting](#)

The following modules describe the information contained in the Arkansas School Performance Report (Report Card).

MODULE 1: Overview

The School Overview provides school contact information, school characteristics, and student demographics.

The District Overview provides district contact information, district characteristics, and student demographics.

The State Overview provides state contact information, state characteristics, student demographics, a concise description of the state's accountability system, the way that Arkansas identifies schools for support, and requirements for schools to exit identifications for support. Arkansas identifies schools in need of comprehensive support and improvement, schools in need of targeted support and improvement, and schools in need of additional targeted support.

MODULE 2: Achievement-Assessments

Student achievement is measured using the ACT Aspire test, first introduced as a new statewide assessment for the 2015-16 school year. ACT Aspire has English, Reading, and Writing exams combined into English Language Arts (ELA) for grades 3-10. ACT Aspire also has Mathematics and Science exams for grades 3-10. The ACT Aspire test results are used to report percentages in the following performance levels: Exceeding, Ready, Close, and In Need of Support.

A student performing at the Ready level has a score that puts them on a path to graduate ready for college, career, and community engagement. The Achievement Module includes the percent of students participating in the assessments. Information for all students and subgroups of students can be viewed. All students are included in the information, even highly mobile students (students who only attend part of a school year). An example of performance levels for Grade Four Mathematics Number and Operations - Fractions with brief descriptions for ACT Aspire is shown below:

- A student performing at the **In Need of Support** level: adds and subtracts fractions with common denominators; compares decimals to the hundredths using a given model (number lines, visual models, etc.).
- A student performing at the **Close** level: solves mathematical or real-world problems involving addition and subtraction of fractions referring to the same whole with equal denominators.
- A student performing at the **Ready** level: compares decimals between 0 and 1 to hundredths; solves mathematical or real-world problems involving addition and subtraction of mixed numbers referring to the same whole with like common denominators; recognizes and generates equivalent fractions using visual fraction models; uses the mathematical symbols $<$, $=$, $>$ appropriately; and decomposes and recomposes mixed numbers.
- A student performing at the **Exceeding** level: compares two fractions with different numerators and different denominators by creating common denominators and explains how they know their comparison is correct; compares decimals to hundredths when presented in a real-world context; and uses decimal notation for fractions with denominators of 10 or 100.

If fewer than ten students are in a subgroup, $N < 10$ is shown instead of a value. RV stands for Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be made available.

MODULE 3: Growth

A longitudinal individual growth model produces a predicted score for each student using prior scores (up to four previous years of scores). A student's predicted score will be subtracted from their actual score to produce their value-added growth score (VAS). ($\text{Actual Score} - \text{Predicted Score} = \text{VAS}$). Student VAS in English Language Arts (ELA) and math are averaged to produce a school-level VAS. School Growth Score is obtained by performing a series of transformations on School VAS ($\text{School Growth Score} = (\text{school VAS} * 35) + 80.00$). The average content value-added growth score indicates students' average value-added growth by combining math and English language arts.

If a school has English learners (EL), the overall growth score for a school will contain value-added growth scores for content and progress of English learners in achieving English language proficiency (ELP) averaged together. The ELP growth is weighted in the overall school growth score in proportion to the number of EL students compared to the total number of students in the school. If all of the students in a school are English learners, the EL growth will contribute fifty percent of the overall school growth score. A value-added growth score of 80 means that students, on average, are growing in achievement as much as we expect them to grow based on how they have done in the past. Scores above 80 mean that students, on average, are exceeding expected growth and scores below 80 mean that, on average, students are losing ground based on their predicted growth in a given school year.

MODULE 4: English Language Proficiency of English Learners

The English Language Proficiency module provides the number of English learners tested on the English Language Proficiency Exam (ELPA21), and the number and percentage of English learners achieving English language proficiency on ELPA21. Students whose first language is not English may enter school with less than proficient English language skills. These students are assessed annually for English language proficiency using ELPA21.

MODULE 5: School Quality and Student Success (SQSS)

Ark. Code Ann. § 6-15-2108 states that the school performance system should include at least one school quality and/or student success (SQSS) indicator.

The SQSS module provides data on stakeholder-requested school characteristics and metrics. Eleven components were selected to be combined in the SQSS indicator because evidence shows they impact student learning and achievement. Total points for the school is the sum of all measurable components for all students in the school. The percentage SQSS score at the school equals $(\text{total earned points} / \text{total possible points}) * 100$. The following list details the eleven components.

- **Student Engagement:** Students absent 0 to less than 5% of days enrolled receive 1 point. Students absent 5% to less than 10% of days enrolled receive half a point. If students are absent 10% or more they get no points.
- **Science Achievement:** If a student scores Ready or Exceeding on ACT Aspire Science, then the student receives 1 point. If a student scores At Target or Advanced on the DLM Science, the student receives 1 point. Students scoring less than Ready or At Target receive no points.
- **Reading at Grade Level:** If a student scores at the Ready or at the Exceeding achievement levels on ACT Aspire Reading, then the student receives 1 point. Students scoring less than Ready receive no points.
- **Science Growth:** If a student's science value-added growth score is at or above the 75th percentile for their grade level, then the student receives 1 point. If a student's science value-added growth score is at or above the 25th percentile and below the 75th percentile for their grade level then the student receives half a point.
- **ACT Composite:** Grade 12 students with an ACT Composite greater than or equal to 19 receive 1 point.
- **Final GPA:** If a grade 12 student has a final high school grade point average (GPA) greater than or equal to 2.8, they receive 1 point.
- **Community Service Learning:** Grade 12 students with one or more Community Service course credits earn 1.0 point.
- **Computer Science Credits:** Grade 12 students can get 1 point if they received high school credit for a computer science course they took in 5th-12th grade.
- **On-Time Credits:** If a grade 9 student completes 5.5 or more credits by the end of grade 9 the student receives 1 point. If a grade 10 student completes 11 or more credits by the end of grade 10 the student receives 1 point. If a grade 11 student completes 16.5 or more credits by the end of grade 11 the student receives 1 point. If a student transfers in from out of state or from private or home school in grade 10 or 11, the expected number of credits is adjusted to account for lack of prior data in the statewide information system. See [Business Rules for Calculating the 2022 ESSA School Index Scores](#) for more information.
- **ACT Readiness Benchmark:** Grade 12 students with an ACT Math score greater than or equal to 22 receive half a point. Grade 12 students with an ACT Reading score greater than or equal to 22 receive half a point. Grade 12 students with an ACT Science score greater than or equal to 23 receive half a point.
- **AP/IB/Concurrent Credit:** Grade 12 students with one or more AP/IB/Concurrent Credit course credits earn 1 point.

MODULE 6: Achievement-NAEP District and State

The National Assessment of Educational Progress (NAEP) test in math and reading for grades 4 and 8 is given every other year in Arkansas. Districts are randomly selected for this testing but do not receive reports specific to the school. ESSA requires district report cards to provide the state NAEP performance results in math and reading for grades 4 and 8. The percentage of students at each NAEP achievement level is required and can be provided in the aggregate.

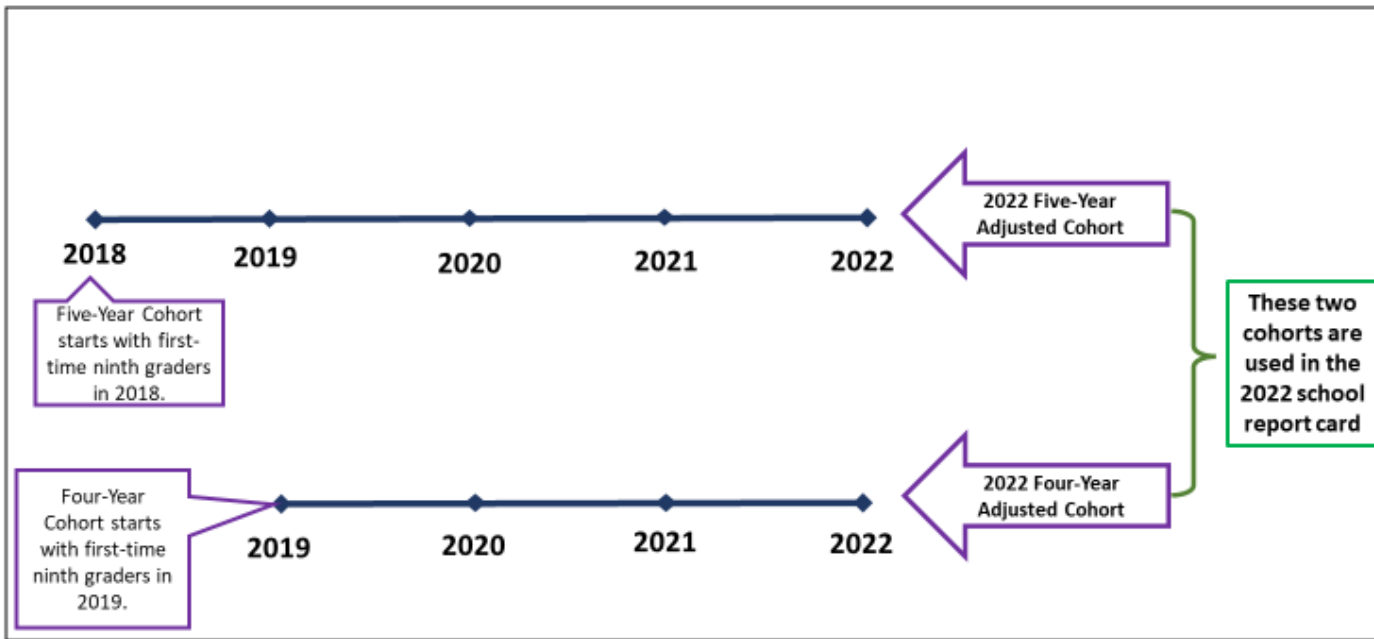
ESSA requires the state results to be compared to the national average of such results. Results must be reported by subgroup and in the aggregate. Participation rates for students with disabilities and English learners are required.

MODULE 7: Graduation Rates

The Graduation Rates module shows the percentages of subgroups that graduated in the four-year and five-year adjusted cohort graduation rates. The 2022 four-year graduation rate is the number of cohort members who earned a regular high school diploma through the summer of 2022 divided by the number of first-time ninth-graders in the fall of 2019 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2018-19, 2019-20, 2020-21, 2021-22, and through the summer of 2022. The five-year graduation rate is the number of cohort members who earned a regular high school diploma in four years plus the number of cohort members who earned a regular high school diploma in five years divided by the number of students in the initial cohort plus the number of transfers in minus the number of students who transfer out, emigrate, or die during school years 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and through the summer of 2022. (Figure 1)

Figure 1

Four- and Five-Year Adjusted Cohort Graduation Rate



Note. This chart shows which students are included in the four- and five- year adjusted cohorts for the ACGR in the 2022 School Report Card.

MODULE 8: College Readiness

The College Readiness module includes information about how well schools and districts prepare students for college-level coursework.

- **American College Test (ACT):** The ACT is a college admissions test that most public colleges and universities in Arkansas require as part of their admissions process. The report card shows student participation in the ACT and average scores for mathematics, English, reading, science, and overall composite. The ACT score ranges from 1-36. Students have more than one opportunity to take the exam. Charts that show the Arkansas ACT scores five year trend and a comparison of state and national ACT scores can be seen using the following link: [Comparison of state and national ACT scores](#).
- **SAT:** The SAT is a college admission test created and administered by the College Board. The report card lists the number of students taking the SAT and their mean scores in critical reading, math, and writing.
- **Advanced Placement Courses (AP):** AP courses are rigorous, college-level classes for various subjects. The report card lists the number of students enrolled in AP courses, the number of AP exams taken, and the number of AP exams with scores of three, four, or five. AP exams are given at the completion of an AP class. Students must score a three or better to be eligible to receive college credit for the course. The number of students taking AP only counts a student once even if they are taking multiple AP courses.
- **International Baccalaureate Courses (IB):** The IB Diploma Program is a challenging, high-quality, two-year curriculum. It leads to a qualification that is widely recognized by the world's universities. Students completing this program can be awarded the full Diploma of Certificates of Merit in individual subjects. The number of students taking IB courses is listed on the report card.
- **College-Going Rates In-State Only:** The percentage of high school graduates who enroll in college within 12 months of high school graduation.
- **College Credit Accumulation Rate:** The percentage of high school graduates who enroll in college within 16 months of high school graduation and complete at least a year of college credit applicable to a degree within two years of enrollment.

MODULE 9: School Performance

The School Performance module contains information about how well schools met state and federal standards.

The U.S. Department of Education approved the Arkansas ESSA plan in January of 2018. ESSA law requires annual meaningful differentiation of all public schools in the state based on all indicators in the state's accountability system for all students and for each subgroup of students ESEA Section 1111 (c)(4)(C). At the request of Arkansas stakeholders, the ADE aligned the state's accountability system, including the School Rating System, with the Arkansas Every Student Succeeds Act (ESSA) plan (federal accountability). The ESSA School Index score and stakeholder recommended rating scale are used to determine the letter grades (ratings) for schools.

Information on calculating the ESSA School Index is available on the ADE website at the following link: [Business Rules for Calculating the 2022 ESSA School Index Scores](#).

- **School Performance Rating:** To calculate the School Performance Rating, each school is assigned to a grade span based on the grades the school serves (grade range of school). Grade Span 1 is PK-5, Grade Span 2 is 6-8 and Grade Span 3 is 9-12. The ESSA School Index Score for Grade Spans 1 & 2 = $(0.35 * (\text{weighted achievement score}) + 0.50 * (\text{math growth and ELA growth combined with English Language Proficiency (ELP) growth}) + 0.15 * \text{SQSS})$. The ESSA School Index score for Grade Span 3 = $(0.35 * (\text{weighted achievement score}) + 0.35 * (\text{math and ELA growth combined with ELP growth}) + 0.10 * (\text{Four-year Graduation Rate}) + .05 * (\text{Five-Year Graduation Rate}) + 0.15 * \text{SQSS})$. Act 89 of 2021 suspended the School Letter Grades for 2020-2021. In a year when they are calculated, counts of schools will be shown for each letter grade (rating) in the District and State columns.
- **District Provides Textbooks or Digital Resources for all Pupils:** A statement of assurance signed by each superintendent states that districts are providing textbooks or digital resources for all pupils without cost to the pupils as per Arkansas Code Annotated § 6-21-403. Y indicates that the district is in compliance with the requirement.

Information on Access to Technology Devices and High Speed Internet (Counts of students who meet criteria for the following are shown by school, district and state)

- **Student Primary Learning Device Away from School is a Desktop Computer**
- **Student Primary Learning Device Away from School is a Laptop Computer**
- **Student Primary Learning Device Away from School is a Tablet**
- **Student Primary Learning Device Away from School is a Chromebook**
- **Student Primary Learning Device Away from School is a Smartphone**
- **Student Does not use a Learning Device Away from School**
- **Student Primary Learning Device Away from School is Shared with Another Individual**
- **Student Primary Learning Device Away from School is Not Shared**
- **Student Primary Learning Device is a Personal Device**
- **Student Primary Learning Device is Provided by the School**
- **Student Internet Access is Available in Primary Residence**
- **Student Internet Access is Not Available in Primary Residence**
- **Student Internet Access is Not Affordable in Primary Residence**
- **Student Internet Access in Residence is Residential Broadband**
- **Student Internet Access in Residence is Cellular Network**
- **Student Internet Access in Residence is Hot Spot**
- **Student Internet Access in Residence is Community Provided Wi-Fi**
- **Student Internet Access in Residence is Satellite**
- **Student Internet Access in Residence is Dial-up**
- **Student Experiences Very Few or No Learning Interruptions from Internet in Residence**
- **Student Regularly Experiences Learning Interruptions from Internet in Residence**
- **Student is Unable to Complete Learning Activities Due to Poor Internet in Residence**

Meeting Arkansas standards

- **Annual Accreditation Status:** Confirms the district or school is compliant with the standards for accreditation determined by the State Board of Education. “Y” indicates that the district is in compliance with standards for accreditation.
- **Attendance Rate:** The average percentage of students attending school each day.
- **Dropout Rate:** The percentage of students dropping out of school in Grades 7-12 from October 1 of one school year to September 30 of the next. In accordance with Federal graduation rate guidance, students who enter a GED program are considered dropout students.
- **College Remediation Rate:** Look back at all ACT scores received in the prior three years to find the highest composite ACT scores earned for each student. The numerator is the number of graduating seniors who took an ACT and had a math or English score < 19 on the test occasion that resulted in their highest composite score. The denominator is the number of graduating seniors who took an ACT at some time in high school.
- **Enrollment:** The number of students enrolled on October 1.

MODULE 10: School Environment

The School Environment module provides information about school safety, discipline, and engagement.

This information indicates whether the school’s **discipline policy has been distributed to parents** and whether the school’s **staff has received discipline policy**

training.

Another notation in this section indicates whether a school has **adopted a parental involvement plan**.

The number shown for **expulsions** indicates the percentage of students who have been expelled from school during the school year.

The percentage of school-related **weapon or assault incidents involving staff or students** that occurred at the school and numbers of **referrals to law enforcement and school-related arrests** are also included.

Information from the Civil Rights Data Collection includes Chronic Absences (including both excused and unexcused absences); In-School Suspensions; Out-of-School Suspensions; Expulsions; Incidents of Violence (including bullying and harassment); Referrals to Law Enforcement; School-Related Arrests; the number and percentage of students enrolled in preschool programs; and the number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

There is also a link to the Civil Rights Data Collection website. The CRDC collects data on key education and civil rights issues in the nation's public schools. The CRDC also provides a variety of information on enrollment, programs/services, most of which is disaggregated into subgroups of race/ethnicity, gender, limited English proficiency, and disability. The report is available at <https://ocrdata.ed.gov/>.

School environment information is aggregated for the district. The District's Alternative Learning Environment (ALE) compliance status indicates if the ALE is conducive to learning, and provides intervention services designed to address the individual needs of students. The numbers and percentages of students enrolled in preschool programs are also included. School environment information is also aggregated for the state.

MODULE 11: Retention

The Retention module includes the numbers and percentages of students retained for Grades 1-8. These are students that, for academic reasons, are returning to the same grade rather than advancing to the next.

MODULE 12: Teacher Quality

The first number indicates the percentage of teachers at the school who have a valid Arkansas teaching license and teach in the area(s) for which they hold the license. When schools employ teachers for more than 30 days who are not fully qualified (licensed), the schools are required to request a waiver from the State Board of Education to continue to employ those teachers. Next is the percentage of teachers with bachelor's degree as highest degree awarded and percentage of teachers with master's as highest degree awarded. The percentage of teachers with advanced degrees is shown next.

Summative evaluation for teachers waiver was granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards. For more information, see [ADE Commissioner's Memo - TESS Summative Evaluations Waiver](#)

There are three economic level sections. The first section is an aggregate of all economic levels; the second section has information for high poverty schools – the top 25 percent (having the most students receiving free and reduced-price lunches); the third section is for low poverty schools – the lowest 25 percent (having the fewest students receiving free and reduced-price lunches). The following are included in the three economic level sections:

- Number of Certified Teachers;
- Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System;
- Number of Teachers Required to Receive a Summative Evaluation this year who were Effective or Above under Teacher Excellence and Support System;
- Number of certified teachers that are certified by the National Board for Professional Teaching Standards;
- Number and percentage of teachers teaching with provisional license;
- Number and percentage of teachers teaching with emergency teaching permit;
- Number and percentage of teachers teaching with emergency or provisional credentials;
- Number and percentage of teachers teaching with licensure exceptions (Act 1240 of 2015 Waive Licensure - AWL, Charter School Waive Licensure - CWL, or

Schools of Innovation - SOI);

- Number and percentage of teachers teaching out of field on Additional Licensure Plan (ALP) - the percentage of teachers teaching out of field represents the number of waivers divided by the number of certified (licensed) staff;
- Number and percentage of inexperienced teachers (less than three years of experience);
- Number of Teachers, Principals, and Assistant Principals
- Number and percentage of inexperienced teachers, principals, and assistant principals (Principals and assistant principals are inexperienced if they have less than one year as an administrator).

The School Board Training section lists the School District Board of Directors and the hours of training and instruction they have received in school-related topics.

MODULE 13: School Expenditures

The School Expenditures module provides State and Local Expenditures listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures, and State and Local Total Per-pupil Expenditures. Federal Expenditures are listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures as well as Federal Total Per-pupil Expenditures. Total Current Expenditures are listed for Personnel Expenditures with Per-pupil Expenditures and Non-Personnel Expenditures with Per-pupil Expenditures as well as Total Per-pupil Expenditures.

The district's millage rate is the tax rate approved for the district by the voters in the last annual school election and is referred to on the chart as "Mills Voted." The average teacher salary for those holding a teaching license is shown.

The total expenditures for the school and district reflect all the money spent for the year, including extracurricular expenses that are not part of the required curriculum. Capital expenditures are for land, buildings, vehicles, and equipment that should last more than a year. Debt service expenditures are for payment of principal and interest on long-term debt.

Also included is the percentage of students at the school eligible to receive free and reduced-price meals.

MODULE 14: Alternatively Assessed

The Alternatively Assessed module provides information regarding the percentage of students participating in the alternate assessments. Highly mobile students (those who did not attend the full academic year) are included in the data.

MODULE 15: Crosstab-ACT Aspire

The Crosstab-ACT Aspire module provides information on students' achievement for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a parent that is military-connected for ELA, Math, and Science. Students can be identified with more than one group.

MODULE 16: Crosstab-Graduation Rates

The Crosstab-Graduation module provides information on the students who graduated in four or five years for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a parent that is military-connected. Students can be identified with more than one group.

MODULE 17: Crosstab-Growth

The Crosstab-Growth module provides the value-added score (VAS) in ELA, Math, Content, Science, and Content with English Language Proficiency for each major racial and ethnic group, gender, English proficiency, with or without disabilities, migrant, homeless, foster care, or with a parent that is connected. Students can be identified with more than one group.

MODULE 18: Long-Term Goals for Schools

The Long-Term Goals module depicts students' progress at a school as compared to the progress needed to reach the State's long-term goals for English Language Arts and Math achievement, graduation rate, and English Learners on track to English proficiency.